DOCUMENT RESUME

ED 144 321 EC 102 369

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TITLE Training Components for the Secondary Resource Specialist in California: Promising Practices.
INSTITUTION University of Southern California, Los Angeles. California Regional Resource Center.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 77
NOTE 97p.; For related information, see EC 102 368-370

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Curriculum Guides; Exceptional Child Education; *Handicapped Children; Inservice Teacher Education; *Professional Training; Resource Staff Role; *Resource Teachers; Resource Units; Secondary Education; *Secondary Schools; Special Programs; *Staff Improvement; Training Objectives
IDENTIFIERS *California

ABSTRACT

Designed to accompany the volume "The Secondary Resource Specialist in California--Promising Practices", the document presents the components of a program for training secondary resource specialists for mildly and moderately handicapped students. Covered are three training components, each including a listing of objectives, reading assignments, schedules, presentation outlines, and needed printed materials. Noted for the training components (each of which takes one day to present in its entirety) are the following objectives: for component one--structure and management of the secondary resource specialist program--knowledge of characteristics of a moderately handicapped learner, legal constraints on the specialist, structure of the program, limitations of a "special education wing", and time management; for component two--establishing communication links--knowledge of available community resources, competencies necessary for the specialist, coordination and communication activities of the specialist, importance of parent involvement, presentations to regular classroom teachers, and role relationships within the schools; and for component three--curriculum approaches--knowledge of curriculum adaptation, material evaluation, material selection, behavior problems, the importance of vocational training, necessary life skills, and types of tutoring and their effectiveness. (IM)

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TRAINING COMPONENTS TO ACCOMPANY

THE SECONDARY RESOURCE SPECIALIST IN CALIFORNIA:

PROMISING PRACTICES

1 9 7 7

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EC 102369

TABLE OF CONTENTS

	Page
INSTRUCTIONS FOR TRAINERS	1
TRAINING COMPONENT ONE: STRUCTURE AND MANAGEMENT OF THE SECONDARY RESOURCE SPECIALIST PROGRAM	3
Objectives.	3
Schedules	4
Pretraining Reading Assignments	6
Presentation Outline: Cycle 1	7
Tasks.	8
Presentation Outline: Cycle 2	10
Tasks.	14
Presentation Outline: Cycle 3	17
Tasks.	21
Presentation Outline: Cycle 4	24
Tasks.	25
Presentation Outline: Cycle 5	27
Tasks.	28
Appendix A.	32
TRAINING COMPONENT TWO: ESTABLISHING COMMUNICATION LINKS	34
Objectives.	34
Schedules	35
Pretraining Reading Assignments	37
Presentation Outline: Cycle 1	38
Tasks.	40
Presentation Outline: Cycle 2	42
Task	43
Presentation Outline: Cycle 3	45
Task	47
Presentation Outline: Cycle 4	49
Tasks.	51
Presentation Outline: Cycle 5	53
Tasks.	57
Presentation Outline: Cycle 6	58
Tasks.	59
TRAINING COMPONENT THREE: CURRICULUM APPROACHES.	61
Objectives.	61
Schedules	62
Pretraining Reading Assignments	64
Presentation Outline: Cycle 1	65
Task	68
Presentation Outline: Cycle 2	69
Tasks.	72
Presentation Outline: Cycle 3	74
Tasks.	76
Optional Schedule	78
Presentation Outline: Cycle 4	80
Tasks.	82
Presentation Outline: Cycle 5	84
Tasks.	85
Presentation Outline: Cycle 6	87
Tasks.	88

ACKNOWLEDGEMENTS

Special thanks, for their influence and participation in developing the training components for The Secondary Resource Specialist in California, go to:

The California Regional Resource Center Education Program Specialists: Andrea Carroll, Gabrielle Gurski, Keren McIntyre, and Mary Male who compiled and wrote the original document.

The many secondary resource specialists who shared their successes and experiences with us, upon which the document was based.

Shirley Ann Brown, Evelyn Broyles, Jan Dahl, Doris Haskins, Jonie Jones, Angela Marese, Mary Myers, Marcia Peters, Linda Peterson, Kendra Rose, Lorna Russell, Tom Smith, Lorraine Vaille, Donald Webb, and Merle Wilson--secondary resource specialists who joined us for a workshop to add their experiences and insights to the document.

Bruce Weston and the many Instructional Materials Center, California Learning Resource Center, and California Regional Resource Center staff members, who over the past ten years have been developing and improving upon the model of inservice training reflected in these training components. A special thanks to Anne Pasanella and Cara Volkmor for their original design model that these inservice components were patterned after.

Anne Pasanella and Mary Male for their contributions in editing.

The Word Processing staff of Stanislaus County Department of Education for typing the manuscript.

The support staff of the California Resource Center for printing the components.

INSTRUCTIONS FOR TRAINERS

Participants

Your training will be primarily directed at secondary (departmentalized schools) resource specialists. You may, however, decide to train teams--the School Appraisal Team chairman, counselor, and resource specialist. Your participants may be practicing resource specialists, who would benefit from an overview or brief exposure to new materials that they can pursue on their own or use with others, or training teams that need an awareness of the resource specialist's-programs and skills. Some participants may require more in-depth implementation training. If participants include those who are not resource specialists, you may choose to ask them to assume the role of the resource specialist in completing the tasks.

Presenters/Facilitators

Presenters who are already practicing or implementing the subject of their presentation are usually very effective presenters since they are able to answer questions from participants and add clarification.

Facilitators are used in the task portion of most presentation cycles. At that time, the large group will divide into small groups to individually complete the task. The task and presentation are then discussed within the small group. In selecting facilitators for each of your small groups, look for individuals who can keep the group on task, establish a facilitative balance between being nondirective and authoritarian, and are open to people and new ideas. Skills at facilitating someone else's learning is more important than expertise in the skill or ideas being presented. They should attend the presentation and be familiar with the task before meeting with their groups. You may want to use presenters as facilitators. Both are demanding and you may not want to ask a presenter to facilitate the task for his/her presentations.

Format

For each training component there are two schedules. Schedule A is one-half day (3 to 3½ hours) and Schedule B is one day (5½ hours). The schedules are divided into cycles containing a large group presentation followed by a small group task and discussion.

Grouping

Except where the task dictates otherwise, assign people to small groups with people other than those from their own district or school, if possible. This seems to forestall the natural tendency of persons of lesser status to defer to people of higher status in their districts.

Specifics

1. Select and review your training schedule. Note there are two schedules, A and B. Schedule A is 3-3½ hours in length. Schedule B goes into more depth and is approximately 5½ hours.

2. Specify date and time (minutes) for each cycle in your schedule.

3. Review the training content presented here, and as you do so, think of, and note, ways in which the content could be individualized or modified for the participants you will be training.

4. Determine whether you will assign pretraining reading. Assigning pretraining reading is your option. If you include one, this will influence the points to be covered in the presentation sections of the training cycles, allowing you to add depth, scope, etc.

5. If you are planning on reproducing printed materials; i.e., pretraining reading or handouts, you may need permission to reproduce from the publisher and sometimes the author.

6. Write clearly stated behavioral objectives for participants for each cycle.

7. Print an agenda for participants, including their objectives.

8. Develop an evaluation. You might want to ask open-ended questions about the usefulness of the content and/or be very structured and ask participants to evaluate their success on the stated objectives.

9. Prepare your presentation for each cycle in the schedule. Outlines and suggestions are provided here. Try to observe the time limits carefully.

10. Select (or design) one task per cycle. You may want to print your tasks on carboned paper (NCR) so that you can look over the participants' responses to see how thing are going.

11. Design one handout (suggestions are given here) as backups for the task in each cycle. Additional handouts may be distributed at the end of each cycle or at the conclusion of the training session.

TRAINING COMPONENT ONE:
Structure and Management of
the Secondary Resource Specialist Program

OBJECTIVES

At the conclusion of a three-cycle training session, participants should be able to:

1. Name three characteristics of a moderately handicapped learner who qualifies for the Resource Specialist Program.

2. Explain the legal constraints placed on the caseload of the resource specialist.

3. Describe the structure of their Resource Specialist Programs.

At the conclusion of a five-cycle session, participants should be able to meet objectives 1, 2, 3 above, and also:

4. List appropriate duties of the resource specialists' instructional aides.

5. a. Discuss the limitations of having the Resource Specialist Program assigned to a room in the "special education" wing.

   b. List some time management suggestions they would have for a new resource specialist.

SCHEDULE FOR TRAINING COMPONENT ONE

SCHEDULE A (3 cycles; ½ day) (See Schecule B for other options.)

			TIME Minutes	Total
Welcome		Introductions; Training Objectives; Schedule	10	:10
Cycle I	(LG)*	Presentation I/1: "The Need for a Secondary Resource Specialist Program." Introduction to film;	5	
		Adolescence and Learning Disabilities or If a Boy Can't Learn? (Both are by Lawren Productions, Inc. P.O. Box 1542, Burlingame, CA 94010. Rent--$30, Sales--$330.)	30	
		Videotape alternative-- An Overview of a Secondary L.D. Program (May be borrowed from Oklahoma Child Service Demonstation Center for Secondary Students, CSDC Hillside School, Route 3, Cusing, OK 74203, (918) 225-1882.)	27	
	(SG)	Task I/1; Discussion	15	
		Break -- movement between LG and SG and back again.	10	1:00
Cycle II	(LG)	Presentation I/2: "Characteristics and Legal Definitions of Learners in the Resource Specialist Program."	20	
	(SG)	Task I/2; Discussion	15	
		Break -- movement between LG and SG and back again.	10	:45
Cycle III	(LG)	Presentation I/3: "Resource Specialist Program Delivery Models"	20	
	(SG)	Task I/3	30	
		Break -- movement between LG and SG and back again.	10	
	(LG)	Discussion of Participants' Models.	25	1:25
Evaluation	(LG)	Closure and an opportunity to answer questions about the content. Complete a written evaluation.	10	:10
			Total:	3:30

*LG = large group
SG = small group

SCHEDULE B (5 cycles; one day)

			TIME Minutes	Total
Welcome		Introduction; Training Objectives; Schedule	10	
Cycle 1		(Same as Schedule A)	60	
Cycle 2		(Same as Schedule A)	45	
Cycle 3		(Same as Schedule A)	85	3:20
LUNCH				
Cycle 4	(LG)	Presentation I/4: "Instructional Aides"	15	
	(SG)	Task I/4; Discussion	20	
		Break — for movement between groups	10	:45
Cycle 5	(LG)	Presentation I/5: "Using Time and Space"	20	
		Task I/4 A & B; Discussion	35	
		Break -- for movement between groups	10	1:05
Evaluation		Opportunity for discussion of the day's presentation. Complete written evaluation.	15	:15
			Total:	5:25

PRETRAINING READING ASSIGNMENT (Optional)

If pretraining reading is assigned to participants, arrange for participants to have easy access to the required materials. You might want to include them in a pretraining mailing. The following materials may also be used as a source for handouts during and following the training. Select one or more of the following:

1. Relevant excerpts from state and local policy and procedures regarding the Resource Specialist Program and mildly/moderately handicapped learners. Examples: AB 4040, §§ 7018, 7018.1, Title V, § 3321, P.L. 94-142.

2. Chapter One of the text, The Secondary Resource Specialist in California: Promising Practices.

3. Weiderholt, J. L. Report on Secondary School Programs for the Learning Disabled, "Chapter 1: The Problem in Perspective." University of Texas, Austin: College of Education, Department of Special Education (Final Report Project No. 1112-7145B, Grant No. OEG 0-714425)

4. Tips for New Resource Specialist Programs, Appendix A. Successful resource specialists in 1975-76 contributed to this list during a CRRC workshop at Mills College, June, 1976.

5. Anderson, L. E. Helping the Adolescent with the Hidden Handicap. Belmont, California: Fearon, 1970.

6. Goodman, L. and Mann, L. Learning Disabilities in the Secondary School New York: Grune & Stratton, 1976

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE A: Cycle 1

Presentation I/1: "The Need for a Secondary Resource Specialist Program." (5 minutes)

The time allowed is just enough to introduce the film you have chosen. The film will introduce the participants to the concept of the Comprehensive Plan for Special Education and the need for a Resource Specialist Program in departmentalized school settings by 1) Showing them just a few of the many factors which handicap learners in academic performance; 2) Helping them to experience somewhat vicariously the feelings of the exceptional learner; 3) Explaining some of the deficiencies which exist in traditional special education programs; and 4) Outlining some of the alternatives to traditional programming which are being implemented.

Film: Adolescence and Learning Disabilities or
If A Boy Can't Learn (28-30 minutes)

Videotape: An Overview of a Secondary L.D. Program (27 minutes)

Additional Resources
Adolescence and Learning Disabilities: Study Guide (accompanies film)

Task I/1; Discussion (15 minutes)

The task of your choice is to be completed in a small group with a facilitator. Either select the following task for the movie you saw or design your own. A task has not been designed for the videotape.

Handouts

Excerpts from the Study Guide from Adolescence and Learning Disabilities might be used, or you might want to summarize some of the points made in the film or videotape you have selected.

TASK I/1

Adolescence and Learning Disabilities

Directions: Answer the following questions in the space below. Your group leader will then facilitate a discussion of these questions and the film.

1. This film described four (4) areas of development important to adolescence; what are they?

2. How might a learning disability affect an adolescent's development in each of the four areas?

3. As a resource specialist, how would you and the SAT, including the regular classroom teachers, include consideration of the learner's developmental tasks as a part of the individual educational plan?

4. How does the film support the need for the Resource Specialist Program in the secondary schools?

TASK I/1

If A Boy Can't Learn

Directions: Answer the following questions in the space below. Your group leader will then facilitate a discussion of these questions and the film.

1. What was your general reaction to Mike in the film?

2. What were some of the special instructional methods used to compensate for his learning disability?

   Is there a place in the classrooms in your school for similar instructional activities?

3. What do you think of the statement, "If a boy can't learn the way we teach, then we must find a way to teach so that he can learn?"

   Do you and the regular classroom teachers in your school consider that part of your responsibility?

   If yes, to what extent is it true; does it include <u>all</u> learners?

   If no, why?

4. What responsibility do schools have for educating learners like Mike?

   Is your school assuming its responsibility adequately?

   If yes, how?

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE A: Cycle 2

Presentation I/2: "Characteristics and Legal Definitions of Learners in the Resource Specialist Program" (15 minutes)

The essential information to be covered here should include the characteristics of learning handicaps. Review points included in the film and:

- Learners with learning problems may be Learning Handicapped; Communicatively Handicapped; or Physically Handicapped

- Learning problems cannot be the result of English as a second language, cultural deprivation, absenteeism, or moving from school to school. Just being below grade level is not reason enough for placement in the Resource Specialist Program.

- Definition by the National Advisory Committee on Handicapped Children with modification by Donald Hammill.

  Students with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunctions, dyslexia, developmental aphasia, etc. They do not include learning problems due primarily to visual, hearing or motor handicaps, emotional disturbance, or to environmental disadvantage.

- The Learning Disabilities Regulations for the Education of the Handicapped Act as amended by Public Law 94-142.

Also cover the legal limits placed on the resource specialist's caseload.

- Learner must have a diagnosible handicap which is interferring with learning. A functional description of the handicap is required.

- Resource specialists may provide services to learners who have communication and physical handicaps that are fairly straight forward to diagnose. Learning handicaps on the other hand are often difficult to diagnose. At this time the LH diagnosis has relied heavily on the medical model of strengths and weaknesses in the learning modalities of audition, vision, and motor (tactile-kinesthetic). Although a functional description of the handicap is necessary for entry into the program, identifying the learner's needs and strategies for meeting them is crucial for an effective Resource Specialist Program.

- Limited caseload results in identifying the most severely involved.

- Pupil study requirements focus attention on the characteristics and background that are significant in the assessment of a Learning Handicap.

Media: Suggested overheads: Teeter-totter (Page 12) and Pupil Study (Page 13)

Additional Resources:

- Local manuals and policies on learners to be served.

- Excerpts from Chapters I and II, "Report on Secondary School Program for the Learning Disabled." J. L. Wiederholt

- Chapter Two, "Characteristics of Children with Learning Problems," Coming Back . . . Or Never Leaving, A. L. Pasanella and C. Volkmor, University of Southern California, California Regional Resource Center. (Available April, 1977 -- Columbus, Ohio: Charles Merrill.)

- Switt, M. S. and Spirack, G. "Academic Success and Classroom Behavior in Secondary Schools." Exceptional Children, 1973:39 (5), 392-399.

Task I/2; Discussion (15 minutes)

You may use either of the tasks provided here (Page ,) or design your own. The accompanying response sheet may be given as a handout for self-correction or may be used by the facilitator as a guide in leading the discussion.

Handouts

You may want to use your overhead or presentation outline as a handout. Excerpts from materials under "Additional Resources" might also be used.

(Overhead)

WHO QUALIFIES FOR SPECIAL EDUCATION SERVICES

I am:

1. 14 years and 7 months old
2. 3 years behind in reading
3. not always able to understand what people tell me or make them understand me
4. not easy to get along with and often in trouble at school
5. of average ability
6. working below grade level in all school subjects

I am:

1. 14 years and 7 months old
2. 3 years behind in reading
3. not always able to understand what people tell me or make them understand me
4. not easy to get along with and often in trouble at school
5. of average ability
6. working below grade level in some subjects

ASSESSMENT INFORMATION HAS DETERMINED THAT I AM:

	Yes	No
1. from a bilingual home	☑	☐
2. from a culturally deprived home	☑	☐
3. perceptually delayed	☐	☑
4. frequently absent	☑	☐
5. changing schools frequently (moves)	☑	☐
6. experiencing difficulties with		
A. Auditory perception	☐	☑
B. Visual perception	☐	☑
C. Perceptual-motor integration	☐	☑
D. Deficient in expressive/receptive vocabulary	☑	☐
7. in need of special instruction and materials	☑	☐
8. having poor peer relations	☑	☐
9. disruptive in class	☑	☐
10. resentful of authority	☑	☐
11. visually impaired	☐	☑

	Yes	No
1. from a bilingual home	☐	☑
2. from a culturally deprived home	☐	☑
3. perceptually delayed	☑	☐
4. frequently absent	☐	☑
5. changing schools frequently (moves)	☐	☑
6. experiencing difficulties with		
A. Auditory perception	☑	☐
B. Visual perception	☑	☐
C. Perceptual-motor integration	☑	☐
D. Deficient in expressive/receptive vocabulary	☑	☐
7. in need of special instruction and materials	☑	☐
8. having poor peer relations	☑	☐
9. disruptive in class	☑	☐
10. resentful of authority	☐	☑
11. visually impaired	☑	☐

AS DEFINED BY TITLE V AND THE EDUCATION CODE

I do not qualify for Special Education and my problems should be addressed by one or more of the following:

1. Early Childhood Education
2. English as a Second Language
3. Title I Compensatory Education
4. Miller-Unruh Program
5. Flexible Classroom Programming
6. Peer tutoring
7. Etc.

I qualify for Special Education and my problems should be addressed by one of the following:

1. Designated Instruction and Services
2. Resource Specialist Program
3. A State School Placement
4. A Learning Handicapped Class

WHO QUALIFIES FOR SPECIAL EDUCATION SERVICES

(Adapted from "School Appraisal Team/Educational Assessment Servic Manual," Stanislaus County Department of Education, 1976-77)

(Overhead)

SAT PUPIL STUDY

Includes the following:

1. A school history, the educational progress, the steps taken to assist in the areas of school difficulty, and the results of such assistance;

2. Observation in the regular school program with an assessment of peer and teacher interactions affecting functioning in the regular school program;

3. Assessment of the pupil's academic functioning;

4. Appraisal of the cultural and language factors which may affect school functioning;

5. Health status, including a recent hearing and vision assessment;

6. Assessment of career and vocational aptitudes for each secondary pupil.

Further assessment may be required.

TASK I/2

Directions: Answer the following questions in the space below. Your group leader will then facilitate a discussion of these questions and the presentation.

1. What are the characteristics and/or identified needs of learners enrolled in your Resource Specialist Program?

2. Are their needs being met by your program?

   If not, why not?

3. How are the needs of handicapped learners being met in your school?

4. What additional program options would you like to see available?

TASK I/2

Directions: Answer the following questions in the space below. Your group leader will then facilitate a discussion of these questions and the presentation.

1. What kinds of handicaps will the learners have, who are served by the Resource Specialist Program?

2. What kinds of learner' needs will the resource specialist and aide be working on?

3. How will you decide which learners will be in the Resource Specialist Program? (It can be assumed that more learners will be referred to the program than can be accommodated on your caseload of 24/28.)

4. What alternatives does your school/district/county have available for learners who need help but do not qualify for the Resource Specialist Program?

TASK I/2

RESPONSES

Did you consider the following in answering the questions on Task Sheet A?

1. Will the resource specialist and aide work with learners who have:

   a. Severe behavior problems
   b. Below grade level performance in all subjects and show delayed maturation
   c. Visual, motor, and/or auditory deficits
   d. Low vision
   e. Significant hearing losses, which are not correctable
   f. Language disorders
   g. Orthopedic handicaps?

2. Have you considered:

   a. Giving priority to the most severe cases
   b. Using the SAT to determine priority among learners
   c. Developing alternatives or strategies for giving services to teachers/and learners who are not achieving but do not qualify for the Resource Specialist Program
   d. Developing a "watch and consult" list of learners who have been assessed and determined not to be individuals with exceptional needs and remain in school with a plan for reassessment at a specific date?

3. Do you have the following available:

   a. Title I Compensatory Education
   b. Miller-Unruh Program
   c. Flexible classroom programming
   d. Peer/cross-age tutoring
   e. Special Education Programs including:

      1. DIS including remedial P.E., specialized drivers training, career preparation, work study, and occupational training programs

      2. Special Day Classes for more self-contained setting

      3. Home and hospital instruction?

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE A: Cycle 3

Presentation I/3: "Resource Specialist Program Delivery Models" (20 minutes)

Presentation on the Resource Specialist Program delivery models that vary according to the size of the school and the number of resource specialists. Refer to pages 2-4, 5-7, and 12-14 in Chapter One of the text.

- Scope of the Resource Specialist Program Caseload
- Direct vs. indirect instruction; work with learner on remediation vs. support services with aide to regular classroom teachers; coordination of learners special education program, consultation, etc.
- Differences in programs based on the resource specialist/school ratio, i.e. resource spceialist/multiple schools; 1 resource specialist/1 school; multiple resource specialists/1 school
- Scheduling of learners into program
  Options:
  1. Legal requirement that learner remain in regular education program for the majority of the school day.
  2. Constraints resulting from numbers of schools to be covered.
  3. Remediation vs. services emphasis of program and its effect on scheduling.

Media

Overheads might include the following examples of resource specialists to number of schools (Page) and Title V Regulations (Page 19). Models (Pages 2-4) and sample schedules (Pages 12-14) in Chapter One could also be used.

Additional Resources

- Local manuals and policy on the Resource Specialist Program.
- AB 4040 and Title V Regulations

Task I/3 (30 minutes)

The suggested task has two parts. Participants from the same school could work together on the task. The large group should break up with the small group leaders facilitating the task. You may use this task or design your own.

Task I/3; Discussion (25 minutes)

The large group reconvenes after they have completed their task. The purpose is for each school to share the model of their program. (Note:

Make overhead materials available if participants choose to illustrate their brief presentation. An overhead for filling in the schedule is provided, Page 23).

Handouts

Copies of the overheads and/or materials from the list of "Additional Resources."

Evaluation: SCHEDULE A

An open-ended evaluation form can be used here, or a structured evaluation, based on the content of each cycle may be designed. Your behavioral objectives could be used as part of your evaluation.

EDUCATION

TITLE 5

ARTICLE 3. PROGRAM COMPONENTS

EDUCATION CODE SECTION 3321. RESOURCE SPECIALIST.

(B) ROLE AND CASELOAD OF THE RESOURCE SPECIALIST SHALL INCLUDE:

(1) THE CASELOAD FOR THE RESOURCE SPECIALIST SHALL INCLUDE ONLY PUPILS WHOSE NEEDS ARE IDENTIFIED IN A WRITTEN INSTRUCTIONAL PLAN, WHO ARE ASSIGNED TO REGULAR CLASSROOM TEACHERS FOR A MAJORITY OF THE SCHOOLDAY, AND WHO ARE PROVIDED EITHER INSTRUCTION OR SERVICES OR BOTH BY THE RESOURCE SPECIALIST.

(A) INSTRUCTION IS WORKING WITH PUPILS INDIVIDUALLY OR IN SMALL GROUPS FOR REGULARLY SCHEDULED PERIODS OF TIME ON GOALS AND OBJECTIVES DESCRIBED IN THE WRITTEN INSTRUCTIONAL PLAN. . .

(B) SERVICE IS ASSISTANCE GIVEN A PUPIL ON A REGULARLY SCHEDULED BASIS THROUGH THE RESOURCE SPECIALIST AIDE OR THE REGULAR CLASSROOM TEACHER UNDER THE DIRECTION OF THE RESOURCE SPECIALIST.

(2) THE CASELOAD OF THE RESOURCE SPECIALIST SHALL NOT EXCEED 24 PUPILS. . .

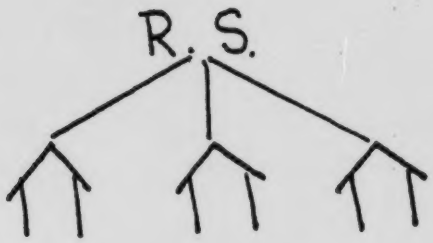
(3) THE RESOURCE SPECIALIST MAY ALSO PROVIDE. . . COORDINATIVE AND CONSULTATIVE SERVICES. . .

(A) COORDINATING THE RECOMMENDATIONS OF THE SAT WITH THE STAFF AND PARENTS.

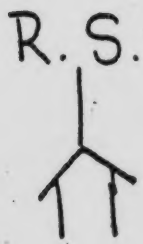
(B) PROVIDING CONSULTANT SERVICES, RESOURCE INFORMATION, AND MATERIALS. . .TO STAFF AND PARENTS.

(C) COORDINATION OF EDUCATION SERVICE AND GUIDANCE FOR (STUDENTS). . .AND THEIR PARENTS.

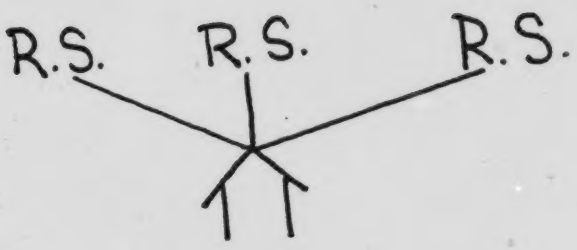
Ex. 1



Ex. 2



Ex. 3



TASK I/3 - Part 1

Directions: Complete on your own or with colleagues from your school, if they are present. There will be an opportunity to share your model with the entire group.

1. What is the ratio between the resource specialist and the number of schools? _____ and the number of students? _____

2. How does your team propose to make the most efficient use of the resource specialist('s) and aide('s) time?

3. When completed, move to Part 2.

TASK I/3 - Part 2

Directions: Plan a weekly calendar for yourself as a resource specialist. If there is more than one resource specialist in your school, use a separate calendar for each.

PERIODS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1					
2					
3					
4					
5					
6					
7					

Have you included:

1. Direct instruction time for resource specialist and/or aide.
2. SAT meetings.
3. Staff meetings.
4. Consultation time with the psychologist, classroom teachers, counselors, parents, etc.
5. Assessment of newly referred learners.
6. Writing instructional plans for new learners.
7. Inservice.

(Overhead)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1					
2					
3					
4					
5					
6					
7					

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE B: Cycle 4

Presentation I/4: "Instructional Aides" (15 minutes)

Use Pages 4-5 of the text as a resource. Points to be covered should include:

- Legal provisions (AB 4040, Title V) for at least one instructional aide for each program.
- School policy on the use of aides. Does policy prohibit aide from working with pupils when resource specialist is out of the room or off campus?
- Contributing factors to the success of using instructional aides in the Resource Specialist Program.
  - Include controversy over whether aides should or should not be credentialed teachers.
- Variety of responsibilities an instructional aide may assume.

Additional Resources

- Local and state guidelines on the use of instructional aides.
- Tutors' Resource Handbook, Tutor-Trainers' Resource Handbook, Tutoring Resource Handbook: DHEW Publication Nos. (OE) 74-00101, (OE) 74-00102, (OE) 74-00103. United States Government Printing Office, Washington, DC 20402.

Task I/4; Discussion (25 minutes)

Choose one of the two following tasks, Pages 25, 26, or design your own.

Handouts

- Local and state guidelines on the use of instructional aides
- Presentation notes

TASK I/4

Directions: If you were writing a manual for instructional aides working in Secondary Resource Specialist Programs, what would you include? In the next 10 minutes, use the space below to write a detailed outline of the contents. Your facilitator will lead a discussion on the contents the group members have developed.

TASK I/4

Directions: Answer the following questions. Your small group leader will then facilitate a discussion of the answers and your experiences in working with instructional aides.

1. What qualities and experiences in an individual would you look for in selecting your instructional aide?

2. What responsibilities do you feel are appropriate and inappropriate for an instructional aide in a Secondary Resource Specialist Program?

Appropriate	Inappropriate

PRESENTATION OUTLINE, TASKS, HANDOUTS
SCHEDULE B: Cycle 5

Presentation I/5: "Using Time and Space" (20 minutes)

The presentation has two parts: time and space.

Space (Page 10 of Chapter One)

- Legal requirements for schools to provide for special education learners no less than they do for those not receiving special education.
- Importance of being in the "mainstream."
- Factors to be considered in room selection and organization.
- Philosophical differences in the use of the room, i.e. haven vs. "real world."

Time (Pages 10-12)

- Importance of time management skills.
- Usefulness of a task analysis approach.
- List of suggestions for organizing your time.

Media

- Overheads of Room Arrangements (Test, Appendix F (I))
- Forms and Organizational Materials (Test, Appendix F (I))
- List of Time Management Suggestions (Pages 10-12)

Additional Resources

- Appendix F (I) of the text

Task I/5 A & B (35 minutes)

Select one of the tasks for each: time and space; or design your own. The Task 5 (B) option has a scheduling question and should not be used if a similar task was used in Cycle 3.

Handouts

- List of time management suggestions (Pages 11-12 of test).
- List of factors to consider in room selection and organization.
- Materials from Appendix F (I) of the text.
- Copies of overheads.

Evaluation: SCHEDULE B

See page 18 of this training component.

TASK I/5 (A)
Use of Space

Directions: Draw a sketch of your room. Be prepared to discuss: 1) It's strengths and weaknesses and 2) How it reflects your philosophy of the Resource Specialist Program.

TASK I/5 (A)

Use of Space

Directions: Answer the following questions. Discuss your answers with the other group members.

1. Who is responsible for providing a room for the Resource Specialist Program?

2. Why would a classroom trailer be undesirable?

3. What features would you want to have included in the room of your choice and why?

TASK I/5 (B)
Time Management

Directions: List the suggestions you would give to a new resource specialist in regards to managing his/her time with all the varied responsibilities. Share your list with other group members.

TASK I/5 (B)

Time Management

Directions: Answer the following questions. Your small group leader will facilitate a discussion around your answers and the presentation.

1. What skills should a resource specialist possess in order to efficiently utilize his/her time?

2. Plan a weekly calendar for yourself as a resource specialist.

PERIODS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1					
2					
3					
4					
5					
6					
7					

Have you included:

1. Direct instruction time for resource specialist and/or aide.
2. SAT meetings.
3. Staff meetings.
4. Consultation time with the psychologist, classroom teachers, counselors, parents, etc.
5. Assessment of newly referred learners.
6. Writing instructional plans for new learners.
7. Inservice.

APPENDIX A

Tips for New Resource Specialist Programs

During the summer workshop, the participating resource specialists spent some time considering what they would do in the first few weeks of school in setting up their programs. The following list of suggestions were culled from the selective wisdom of that group.

Working With Others

1. Find out the lines of authority and accompanying responsibility in your setting. Establish a working relationship with the administrative and support staff with whom you work.

2. Establish a pattern for getting service to the school or schools with which you work and making the best use of the talents and time of other specialist(s) (i.e., language, speech and hearing specialist, psychologist, nurse) who are serving those schools.

3. Establish a working relationship with your aide by determining the strengths and limitations of you and your aide. Set up a complimentary relationship and arrive at mutually understood expectations and responsibilities.

4. Begin to establish ways of working with teachers in the regular classes.

Providing Services

1. Plan with others the pattern of services to be provided in your setting.

2. Negotiate for access to the regular classrooms.

3. Establish a system for scheduling learners into the appropriate courses with supportive staff and in the resource room.

4. Establish a record keeping system to record learner progress in both academic and social behaviors and for the implementation of the written instructional plan and recommendation of the SAT.

5. Establish a plan for providing admissable graduation credit for learners in the resource program.

Working With Time and Space

1. Learn to manage your time before it manages you.

2. Schedule your pattern of services.

3. Negotiate for a location in the central part of the campus, with room enough for a confidential office area. (You will need this for testing and conferences with teachers, parents, and community workers.)

4. Organize your resource center, including the installation of a phone.

Assessment Suggestions

1. Establish SAT procedures and set up a record keeping system and case filing system.

2. Survey available assessment procedures and materials for their appropriateness to the needs and referring problems of your learners.

3. Establish a basic assessment program and procedures.

Curriculum and Materials

1. Become acquainted with the materials that you have available to you, organize them, order needed additions, and continue to be aware of new materials. Become a resource to other teachers through the sharing of these materials.

2. Establish a format for peer and/or cross age tutoring.

3. Familiarize yourself with courses being offered, by visiting classes and making informal observations. At that time become familiar with the teachers' methods, the setting, and using a task analysis for the expected competencies of the learners in the classroom. Do this so as to determine strategies of support and instruction needed for your learners in these classes.

4. Identify career/vocational coordinators, support services, and establish working relationships, procedures for utilizing services and an effective communication network.

Communication Suggestions

1. Establish a plan for disseminating information on the program to the school's staff, keeping in mind the structure and receptivity of the staff members. Key people to reach at the beginning of the year are department chairman, administrators, and those responsible for scheduling. You may just want to introduce the program in the first meeting, and then come back later when they have questions and you have some answers.

2. Obtain community resource lists, if available, and contact local agencies to solicit their support for defined needs of learners.

3. Meet with learners already assigned to your caseload individually, to get acquainted and discuss the program.

4. Communicate with parents:

   a. Contact parents of learners already on your caseload.

   b. Contact parent organizations to explain the nature of the program and the Comprehensive Plan for Special Education.

5. Develop communication forms for use with parents and staff to keep them well informed and up to date.

TRAINING COMPONENT TWO:
Establishing Communication Links

OBJECTIVES

At the conclusion of a three-cycle training session, participants should be able to:

1. Discuss the available resources within their community that a resource specialist would be contacting. Discuss the available community resources that a resource specialist may be contacting.

2. Identify competencies necessary for a successful resource specialist who is consulting and coordinating with teachers, parents, and professionals.

3. List coordination and communication activities of resource specialists.

At the conclusion of a six-cycle session, participants should be able to meet objectives 1, 2, 3 above, and also:

4. Discuss the necessity of involving parents and learners in the assessment-planning-instruction process.

5. Outline a presentation on the Resource Specialist Program for regular classroom teachers at the beginning of school.

6. Articulate the role relationship, within their school, between the resource specialist and the psychologist, DIS personnel, special education staff, and counselors.

SCHEDULES FOR TRAINING COMPONENT TWO

SCHEDULE A (3 cycles; ½ day) (See cycles in Schedule B for other options.)

			TIME Minutes	Total
Welcome		Introductions; Training Objectives; Schedule	10	:10
Cycle 1	(LG)*	Presentation II/1: "Establishing Communication Links with School Programs and Community Agencies"	15	
	(SG)	Task II/1; Discussion	20	
		Break--move from large group to small groups and back again.	10	:45
Cycle 2	(LG)	Presentation II/2: "Resource Specialist's Competencies that are Useful in Maintaining Coordination Links"	15	
	(SG)	Task II/2; Discussion	20	
		Break--move from large group to small groups and back again.	10	:45
Cycle 3	(LG)	Presentation II/3: "Strategies that are Useful in Maintaining Coordination Links"	15	
	(SG)	Task II/3	20	
		Break--move from large group to small groups and back again.	10	
	(LG)	Discussion II/3: Compile input from small groups	30	1:15
Evaluation		Closure and response to any questions. Written evaluation of workshop.	10	:10
			Total:	3:05

*LG = large group
SG = small group, 6-8 persons

SCHEDULE B (6 cycles; one day)

			TIME Minutes	Total
Welcome		Introductions; Training Objectives; Schedule	10	:10
Cycle 1		(Same as Schedule A)		:45
Cycle 2		(Same as Schedule A)		:45
Cycle 3		(Same as Schedule A)		1:15
LUNCH				
Cycle 4	(LG)*	Presentation II/4: "Coordination and Consultation with Learners and Their Parents."	15	
	(SG)	Task II/4; Discussion	25	
		Break--move from large group to small group and back again.	10	:50
Cycle 5	(LG)	Presentation II/5: "Coordination and Consultation with the Regular Education Staff and Administrators"	15	
	(SG)	Task II/5; Discussion	30	
		Break--move from large group to small group and back again.	10	:55
Cycle 6	(LG)	Presentation II/6: "Consultation and Coordination with Special Education and Other Support Services"	15	
	(SG)	Task II/6; Discussion	15	
		Break--move from large group to small group and back again.	10	:40
Evaluation		Closure and response to any questions. Written evaluation of workshop.	10	:10
			Total:	5:30

*LG = large group
SG = small group, 6-8 persons

PRETRAINING READING ASSIGNMENT (Optional)

If pretraining readings are assigned to participants, arrange for participants to have easy access to the required materials. You might want to include them in a pretraining mailing. The following materials may also be used as a source for handouts during and following the training.

Select one or more of the following:

1. Relevant excerpts from state and local policy and procedures manuals governing the lines of communication between the resource specialist and school personnel, parents, and community agencies.

2. Materials, handbooks, etc. on available services and agencies within the community.

3. References listed for Chapters Two and Five found in Appendix F of the text.

Full day

4. Chapters Two and/or Five of the text, The Secondary Resource Specialist Program in California: Promising Practices.

5. Articles suggested in Presentation III, Handouts, Page 45.

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE A: Cycle 1

Presentation II/1: "Establishing Communication Links with School Programs and Community Agencies" (15 minutes)

The content for this section may be based on Chapter Two, Pages 15-16, 26 and Chapter Five, Page 116 of the text.

Include the following points of discussion:

- Wealth of resources within the secondary schools; give examples from your district/county.
- Make contacts early in the year--refer to the "Things To Do" list in Appendix F of the text.
- Know where to look for resources, i.e., Department of Education Guide to Services; Guide to Community Agencies; agency brochures, etc.
- Understand roles of others, i.e. program specialists; nurses; in working with and coordinating the information flow between services and agencies.
- Organizations in the community that focus on handicapped learners.

One way of establishing communication links would be through informal inservice. A meeting with community agencies which frequently provide services to adolescents should be arranged during the summer or early in the school year. The purpose of this meeting would include an exchange of information on school and agency programs, including:

- Information on functions
- Services
- Referral procedures

Additional Resources

- Information on availability of resources within the education milieu and the community.
- Local and national organizations.
- "Guide to Assessment, Prescriptive, and Related Services for the Handicapped in California," published by CRRC.
- Closer Look--Special Education Information Center, Box 1942, Washington, D.C. 20013
- Pasanella, A. and Volkmor, C. Coming Back . . . Or Never Leaving, Chapter Five, University of Southern California, 1976. (Available April, 1977, Columbus, Ohio: Charles Merrill.)

Task II/2 (20 minutes)

To be completed in a small group with group facilitators; trainer selects one of two options (Page 40 or 41) or develops own task relevant to resources within given "community."

Handouts

Handouts should be distributed at the end of this cycle and could include:

- Copy(s) of manuals, guides, brochures, etc. on available resources and how to use them.
- "Things To Do" list from Appendix F of the text.
- Hotline of agencies and professionals within community including contact person and their telephone number.

TASK II/1

Directions: The following were the most frequently cited resources used by secondary resource specialists in California during 1975-76. Complete the grid below. Your group leader will facilitate a discussion around the task and the presentation.

AGENCY	EXISTS IN COMMUNITY	AVAILABLE SERVICES OR REASON FOR ASSOCIATION
Calif. Crippled Children's Services		
Regional Center for Developmentally Disabled		
Mental Health Services		
Easter Seal Society for Crippled Children and Adults		
Planned Parenthood		
Big Brothers and Big Sisters		
Calif. Assoc. of Children's Residential Centers		
Family Service Agency		
Foster Grandparents		
Department of Social Services, Welfare, Child Welfare Services		
Police Departments		
Youth Services		

TASK II/1

Directions: List the school and community resources you feel a resource specialist needs to become familiar with and possibly initiate communication with in the first semester on the job. Share your list with your group members.

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE A: Cycle 2

Presentation II/2: "Resource Specialist's Competencies that are Useful in Maintaining Coordination Links" (15 minutes)

The content for this cycle may be drawn from Chapter Two, Pages 16-19 of the text.

Include the following points for discussion:

- As the coordination link between regular and special education.
- Competencies for the resource specialist as related to coordination and consultative responsibilities.
- Important personality characteristics and attitudes.

Media

Overheads of coordination links within your educational system.

Additional Resources

- Local and state guidelines for coordinative and consultative services provided by the Resource Specialist Program.
- Job descriptions for resource specialists.
- Competency "checklists" for resource specialists.

Task II/2 (20 minutes)

To be completed in small group with group facilitators. Follow task with a small group disucssion. You may use the included task, Page 43, or design your own. If your district/county is using a competency evaluation which includes coordination and consultative skills, you might want to develop your task around that.

Handouts

- Presentation outline including list of competencies and personality characteristics.

TASK II/2

Professional Skills and Competencies as Related to Consultation and Coordination

Directions: How do you measure up? Evaluate yourself against the following skills and qualities. Your group facilitator will discuss this task and presentation following the completion of the task. As you work through the task, think about whether these are basic personality traits or whether they can be learned. If they can be learned, how would you want to receive the training?

Always/Sometimes/Hardly Ever
1 2 3

I am able to:

1 2 3 1. Help learners, teachers, and parents gain a greater understanding of and utilize resources in meeting a learner's needs.

1 2 3 2. Demonstrate effective communication skills, including:

1 2 3 . Facilitate interpersonal interaction and collaboration in groups

1 2 3 . Passive and active listening skills

1 2 3 . Nonjudgmental, responses

1 2 3 . Problem solving/conflict resolution skills

1 2 3 3. Demonstrate conferencing and interviewing skills, including:

1 2 3 . Using clarifying and information-gathering questions.

1 2 3 . Conducting a life space interview, crisis intervention techniques, career interviewing and counseling sessions, or other counseling conferences.

1 2 3 . Conducting learner, teacher, and parent conferences.

1 2 3 4. Inform and advise learners, teachers, and parents on the characteristics and identification of individuals with exceptional needs, including:

1 2 3 . Recognizing exceptionality.

1 2 3 . Assisting teachers, parents, etc. in specifying instructional problems in behavioral terms.

1	2	3	5.	Inform and advise learners, teachers, and parents on how to refer individuals with exceptional needs for services.
1	2	3	6.	Inform and provide school staff with resources on formal and informal assessment procedures and instruments.
1	2	3	7.	Work with learners, teachers and parents to:
1	2	3		. Interpret educational findings
1	2	3		. Develop an appropriate personalized instructional plan
1	2	3		. Implement the instructional plan
1	2	3		. Evaluate and modify the instructional plan
1	2	3	8.	Inform learners, teachers and parents of services and resources within the Responsible Local Agency and community, including:
1	2	3		. Availability of services
1	2	3		. Purpose of services
1	2	3		. Personnel involved and their schedule
1	2	3		. Process for obtaining services
1	2	3	9.	Contact DIS and other personnel for needed information.
1	2	3	10.	Obtain assessment and planning information prior to the SAT meeting.
1	2	3	11.	Collaborate with learners, teachers, parents, DIS, etc. in assessment, writing, and reviewing the individual educational plan.
1	2	3	12.	Accept and value handicapped children as people.
1	2	3	13.	Use interpersonal skills to facilitate joint problem solving and to stimulate sharing of skills and resources.
1	2	3	14.	Respect the confidentiality of records and use good judgment in handling information related to individual child cases.
1	2	3	15.	Face problems directly.
1	2	3	16.	Be politically sensitive; aware of formal and informal power structures.
1	2	3	17.	Demonstrate my strong personal/professional commitment to the needs of children.

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE A: Cycle 3

Presentation II/3: "Strategies That are Useful in Maintaining Coordination Links" (15 minutes)

The content for this presentation may be drawn from Chapter Two, Pages 19-20, of the text. Points to be covered should include:

- As an indirect service, coordination and consultation has greatly increased over direct services functions

  How has this happened?

  Why has this happened?

- Include successful strategies for facilitating communication between staff and SAT members

- The Resource Specialist will find herself working with the following populations: administrators, regular education staff, DIS personnel, counseling and guidance personnel, psychologists, health services personnel, vocational education staff, community workers, parents and learners.

- Inservice as a facilitative technique in maintaining coordination (include if afternoon cycles are not used)

Additional Resources

- Local practices as they relate to the content

- For inservice information, refer to Chapter V, Pages 108-109, 110-112, 115, 118, 119-120; of the text.

Task II/3 (20 minutes)

To be completed in a small group with a group facilitator. You may use the following task or design your own.

The small group discussion following the task might center on individuals' successful strategies for coordination. There may be time for this type of discussion when the large group reconvenes.

Discussion II/3 (30 minutes)

Once the large group reconvenes use a set of ten (10) overheads with the grid printed on them for each population, to summarize the information from the small groups.

Handouts

- Copies of the final chart developed from Task II/3

. If this is the last cycle, the following articles may be of interest:

1. Gibson, E.J. "A Model for Secondary Inservice Training." In-Service Consultor, Vol. 2, No. 2, 1-6. Published by Educational Consultant Enterprises, Inc., P.O. Box 1471, Greeley, CO 80631.

2. Bauer, Hanna. "The Resource Teacher-A Teacher Consultant." Academic Therapy, Spring, 1975, Vol. X, No. 3, 299-304.

3. "Communicating with Parents: It Begins with Listening." Teaching Exceptional Children, Winter 1976.

Evaluation: Schedule A

An open-ended evaluation form can be used here, or a structured evaluation, based on the content for each cycle.

TASK II/3

Directions: Work on completing this grid. Your small group facilitator will elicit information requested on this mock up.

POPULATION	CONTENT		METHODS	TIMELINE
	Info to Receive	Info to Give	Strategies/Materials	
Parents EXAMPLE:		Interventions-Parent Effectiveness Training, Behavior Management	Weekly meetings with psychologist financed through Adult Education and district inservice programs	As needed
Principals & Administrators				
Teachers				
Students (in program)				
Students (regular)				
Counselors				
Psychologist				
Program Specialist				
Secretarial				
Community Agencies				

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE B: CYCLE 4

Presentation II/4: "Coordination and Consultation with Learners and Their Parents" (20 minutes)

This presentation is based on content found on Pages 22-23, 26 of Chapter Two and Pages 116-117, 118-119 of Chapter Five of the text.

Learners - Adolescents have an increased awareness, independence and mobility which make it essential that they understand and cooperate with the Resource Specialist Program. Points to be included are:

. Orientation to the Resource Specialist Program for all learners

. Involve learner in the assessment-planning-instruction cycle, including examples of how this can be done

. Involving Resource Specialist learners in "selling" the program to others

Parents - Not only is our goal to involve learners in the instructional cycle, it is also to involve parents to as great an extent as possible. Points to be included are:

. Legal mandates include:

- notification of intention to assess the learner
- notification prior to SAT/EAS meeting
- notified of the SAT/EAS recommendation and instructional program
- approval of recommended services; consent for special education placement

. Successful techniques in working with parents, i.e.,

- meeting to explain the Resource Specialist Program prior to placement
- written or verbal progress reports
- information on supportive community agencies
- volunteers to Resource Specialist Program
- resource on career awareness
- information to parents on identification and appropriate interventions

- Personal meetings as the basis for inservice education for parents
- Community resources for parents
- Formalized inservice on such topics as:
  - adolescent development
  - growth stages and demands of adolescence
  - parent-adolescent communication

  might be held using the expertise of other service and support personnel.

Additional Resources

- Appendix F of the text
- Local "inservice" programs for learners and parents
- Articles listed under Handouts
- Materials developed locally on the Resource Specialist Program
- Kroth, R., and Kroth, J. "Evaluation of Parent Training Materials." Journal of Learning Disabilities, 1976:9(10), 620-624.
- McDowell, R.L. "Parent Counseling: The State of the Art." Journal of Learning Disabilities, 1976:9(10), 614-619.

Task II/4 (25 minutes)

Select one of the two tasks for this presentation, Page 51 or 52 ; or design your own.

Handouts

- "Communicating with Parents: It Begins with Listening." Teaching Exceptional Children, Winter 1976
- Sample inservice programs for parents and learners
- Student Involvement Evaluation Form, Appendix F
- Outline of a program given to learners entering the Resource Specialist Program (P. 118, Chapter V)

TASK II/4

Directions: Design a brochure that you might put together on your Resource Specialist Program. Your audience may be parents and/or learners. You may work alone or with partner(s). Spend about 20 minutes on the task. In the last 5 minutes share the contents of your product with other group members.

TASK II/4

Directions: Divide your small group up into diads or triads. Individuals should select and assume the role of Resource Specialist, parent and/or learner. The situation to be role-played is an informal meeting to discuss the Resource Specialist Program as an appropriate service option for the learner. You have TWO options:

1. Learner has been in a self-contained L.H. class from 2nd-8th grade and now he is ready to be integrated for the majority of the day. The learner and parent are reticent.

OR

2. Learner is not succeeding in his classes because of his poor reading skills. The parent is afraid that if he is in the program it means that he is retarded. The learner has a poor self-concept and he is not sure what he wants.

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE B: Cycle 5

Presentation II/5: "Coordination and Consultation with the Regular Education Staff and Administrators" (20 minutes)

The following pages in the text will be helpful in preparing this presentation: Chapter Two, Pages 23-25 and Chapter Five, Pages 115-116, 118, 119-120. Points to be included:

. Importance of informational meetings for administrators and staff at the beginning of school

  - brochures
  - invitations to visit the program
  - newsletter
  - bulletin board in teacher's lounge

. Inservice at department meetings, curriculum meetings, department chairman meetings, or for the entire faculty, for awareness

. Principal as the instructional leader

  - gain his/her support for the Resource Specialist Program and inservice education meetings
  - in large high schools working relationships with building administrators

. Strategies for working with regular classroom teachers:

  - prep periods for interpreting the individual needs of the learner and to offer alternative materials and techniques
  - providing directed services to learner in the regular classroom and indirect services to the classroom teacher
  - variety of ways of sharing learner progress
  - being available to teachers and prompt in your follow-through

. General tips to establishing rapport (Pasanella, A. and Volkmor, C., Coming Back or Never Leaving. University of Southern California, CRRC, 1976. Pages 277-278. (Available April, 1977, Columbus, Ohio: Charles Merrill.)

  1. Be aware of the key people in the system and look for allies or potential allies; seek out those teachers who are most open to change and new ideas first.

2. Practice "good politics"--this includes an attitude of friendliness by making eye contact. Make it a habit to look for something positive about the teacher, the room, etc., and say it.

3. Do something early that will be perceived as helpful or useful (a little reward) such as distributing a useful article, pamphlet, lesson plan or technique.

4. Be a good listener. Demonstrate this by nodding if you understand, and asking questions if you don't.

5. Establish realistic expectations--don't set yourself up as a "miracle worker"--don't oversell yourself.

6. Don't set expectations too low. Build your own knowledge and help teachers to see and <u>experience</u> the benefits of change.

7. Do all you can to minimize the perception of threat. Build an open relationship based on two-way communication and sharing of ideas and solutions. Admit you don't know all the answers.

- Example of more formalized inservice education sessions for staff (Chapter V, Page 116)

- Establish rapport and understanding of the program with instructional aides, tutors and volunteers

  - acquaint them with the goals and purposes of the Resource Specialist Program

  - share data on learners in the program

  - demonstrate the materials and instructional interventions to be used with each learner

  - roles and functions delineated based on the special strengths of each

  - organizational rules, classroom rules and expectations should be clearly delineated

<u>Additional Resources</u>

- Humes, C.W. "The Secondary School Counselor and Learning Disabilities." <u>The School Counselor</u>, 1974, <u>1</u>, 210-15.

- Project ACCEPT, Kansas City Child Service Demonstration Center (See Appendix F (V) of the text)

- <u>Tutors' Resource Handbook</u>, <u>Tutor-Trainers' Resource Handbook</u>, <u>Tutoring Resource Handbook</u>: DHEW Publication No.'s (OE) 74-0061, (OE) 74-00102, (OE) 74-00103. United States Government Printing Office, Washington, D.C. 20402.

- Inservice programs for instructional aides (See Appendix F (V) of the text)

- Pasanella, A. and Volkmor, C. Coming Back...Or Never Leaving, Chapter V. University of Southern California, CRRC, 1976. (Available April, 1977, Columbus, Ohio: Charles Merrill.)

Task II/5 (30 minutes)

Select one of the two following tasks, Page 56 or 57 ; or design your own to be done in a small group with a facilitator.

Handouts

- Materials used locally with teachers and administrators appropriate to the secondary level.

- Gibson, E.J. "A Model for Secondary Inservice Training." In-Service Consultor, Vol. 2, No. 3, 1-6. Published by Educational Consultant Enterprises, Inc., P.O. Box 1471, Greeley, CO 80631.

- Bauer, Hanna. "The Resource Teacher-A Teacher Consultant." Academic Therapy, Spring, 1975, Vol. X, No. 3, 299-304.

TASK II/5

Directions: As a new Resource Specialist think of all the people within your school who need to be informed about the Resource Specialist Program. Develop a timeline of persons and activities that need to be scheduled. Your timeline should include the following: meetings to describe program to curriculum area/ department teachers; meetings with teachers of learners in the program to interpret individual needs of learners; meet with aides and tutors to describe individual needs of learners and to explain appropriate methods of instruction.

	PERSONS	ACTIVITY
AUGUST		
SEPTEMBER		
OCTOBER		

TASK II/5

Directions: Outline an hour long presentation you would make to your faculty at the beginning of school about the Resource Specialist Program. You may do this alone or with partner(s). Spend about 15 minutes using the space below to develop your program. Share your program outline with other group members during the last ten minutes.

PREPARATION OUTLINE, TASK, HANDOUTS
SCHEDULE B: Cycle 6

Presentation II/6: "Consultation and Coordination with Special Education and Other Support Staff" (15 minutes)

The following points may be included in the presentation based on information found in Chapter II, Pages 24-25, and Chapter V, Pages 118. Information presented should be specific to your RLA or district/county.

- Possible variations in the role of resource specialist in coordination of special education services for his/her pupils.
- Possible variations in role of the resource specialist as related to special day classes.
- Relationship between the resource specialist and the counselors, i.e., who schedules classes for the resource specialist's learners.
- Role of the resource specialist in the vocational education program.
- Importance of SAT meetings for on-going communication between resource specialists and special education and other support staff.
- Trends resource specialists would like to see developed (see Chapter II, Page 26).

Additional Resources

- Program Profiles in Appendix B of text, for information on the liason with vocational programs.
- Local manuals/guidelines on consultation and coordination with special education and other support staff.

Task II/6 (15 minutes)

Select one of the following two tasks or design your own. (If you selected Task I/2 the second task may be more appropriate.)

Handouts

- Materials used as resources in the presentation.
- Flowchart of your administrative hierarchy which includes the resource specialist.

Evaluation: Schedule B

An open-ended evaluation form can be used here, or a structured evaluation, based on the content of each cycle and its objectives.

TASK II/6

Directions: Complete the following questions and discuss.

I. What special education services are available in your school?

II. Do they meet the needs of all the learners who have special education needs?

If not, what should be added?

III. What happens to learners who are unable to "handle" a regular classroom while they are being processed through the SAT, and is this satisfactory?

IV. Currently, what is the biggest problem with the Resource Specialist Program and how would you solve it?

V. What has been the greatest success of the Resource Specialist Program?

TASK II/6

Directions: Diagram/illustrate the relationship between the resource specialist and the 1) psychologist; 2) counselors; 3) DIS personnel; 4) SAT chairperson; 5) regular classroom teacher; 6) parent; 7) learner in the assessment-programming-instructional cycle. Discuss with your small group, if time permits.

TRAINING COMPONENT THREE:

Curriculum Approaches

OBJECTIVES

At the conclusion of three-cycle training session, participants should be able to:

1a. List steps to be taken to adapt a subject area curriculum to the abilities of learners in the Resource Specialist Program.

b. Evaluate materials for their readability level.

2a. Discuss the importance of a management system for materials retrieval.

b. Select appropriate materials for a learner and his needs.

3. Identify some common "behavior" problems of secondary learners and make suggestions for correcting them.

At the conclusion of a six-cycle session, participants should be able to meet objectives 1-3 above, and also:

4. Discuss the importance of career vocational training for secondary Resource Specialist Program learners.

5. Identify important life skills that secondary resource specialist learners need to possess.

6. Describe three types of tutoring and evaluate their effectiveness in a secondary Resource Specialist Program.

SCHEDULE FOR TRAINING COMPONENT THREE

SCHEDULE A (3 cycles; 1/2 day) (See schedule B for other options)

			TIME Minutes	Total
Welcome		Introduction; Training Objectives; Schedule	10	:10
Cycle I	(LG)*	Presentation III/1: "Guidelines to Adapting and Evaluating Materials"	15	
	(SG)	Task III/1; Discussion	20	
		Break - movement between LG and SG and back again	10	:45
Cycle II	(LG)	Presentation III/2: "Teaching Basic Skills"	20	
	(SG)	Task III/2; Discussion	25	
		Break - movement between LG and SG and back again	10	:55
Cycle III	(LG)	Presentation III/3: "Approaches to Affective Education"	20	
	(SG)	Task III/3; Discussion	25	
		Break - movement between LG and SG and back again	10	:55
Evaluation	(LG)	Closure and an opportunity to answer questions about the content. Complete a written evaluation.	15	:15
			Total:	3:00
Optional				
		Display of materials for teaching basic skills (See Page 78)	30	:30
			Total:	3:30

*LG = large group
SG = small group, 6-8 persons

SCHEDULE B (6 cycles; 1 day)

			TIME	
			Minutes	Total
Welcome			10	:10
Cycle 1		(Same as Schedule A)		:45
Cycle 2		(Same as Schedule A)		:55
Cycle 3		(Same as Schedule A)		:55 2:45
Optional		(Same as Schedule A)		:30 3:15
LUNCH				
Cycle 4	(LG*)	Presentation III/4: "Career Awareness and Training"	15	
	(SG)	Task III/4; Discussion	25	
		Break - movement between LG and SG and back again	10	:50
Cycle 5	(LG)	Task III/5; "Basic Life Management Goals"	15	
	(SG)	Task III/5; Discussion	25	
		Break - movement between LG and SG and back again	10	:50
Cycle 6	(LG)	Presentation III/6: "Tutors"	15	
	(SG)	Task III/6; Discussion	25	
		Break - movement between LG and SG and back again	10	:50
Evaluation	(LG)	Closure and an opportunity for questions about the presentations. Complete a written evaluation.	15	:15
			Total:	5:30
			With Option:	6:00

*LG = large group
SG = small group, 6-8 persons

PRETRAINING READING ASSIGNMENT (Optional)

If pretraining reading is assigned to participants, arrange for participants to have easy access to the required materials. You might want to include them in a pretraining mailing. The following materials may also be used as a source for handouts during and following the training. Select one or more of the following:

1. Bleil, G.B. "Evaluating Instructional Materials." Journal of Learning Disabilities, 1975, 8.

2. Chapter Four of the text, The Secondary Resource Specialist in California: Promising Practices.

3. Tips for Teachers in Programming for Learners with Problems, Secondary Level, Texas Learning Resource Center, Education Building #348, 1912 Speedway, Austin, Texas 78712.

4. Goodman, L. and Mann, L. Learning Disabilities in the Secondary School. New York: Grune & Stratton, 1976.

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE A: CYCLE 1

Presentation III/1: "Guidelines to Adapting and Evaluating Materials." (15 minutes)

Overview

Secondary school curriculum has proved to be less and less meaningful for secondary learners. For handicappped learners the number and variations of learning environments and lack of individualization within those environments compound the problem of relevance which affects all secondary learners. Various approaches have been taken by Resource Specialist Programs to meeting needs of handicapped learners. The focus may be on:

- Survival in their regular classes. Problem areas are identified (textbook reading level too high, more concrete experiences needed, more drill and practice on each skill needed before advancing to the next skill) and the curriculum or instructional materials are adapted to meet the needs of the learners.

- Competency in basic skills (math, reading, communication). This approach may allow the learners to eliminate skill deficits and join regular classes without further services.

- Skills for living. Curriculum areas are approached as they relate to experiences the learner will face upon leaving school. The emphasis may focus on vocational education. (Refer to page 81, Chapter IV of the text for more details.)

- Adapting Materials. Refer to pages 82-83, Chapter IV and Appendix F (IV) of the text. Points to be included are:

  - Steps to adapting curriculum of the regular classroom

STEP 1: Determine the readability level of the textbooks and any other materials used in the classroom. Assess each learner's reading ability (instructional and potential levels).

STEP 2: Do classroom observations and interviews with the teachers to see:

(1) what methods of presenting this material were used,
(2) how the learner was expected to respond,
(3) what points in the course must be covered in order for learners to receive credit.

STEP 3: Do a search of materials appropriate for high school learners with limited reading skills; compile these materials, which may include texts, puzzles, self-paced kits, games, and tapes, and divide them into manageable units of content according to the needs and abilities of each learner and the main points of the curriculum determined by the teachers.

STEP 4: Solicit supplementary materials and ideas from the teachers and encourage their continued involvement in the project.

STEP 5: Initiate alternative modes of receiving instruction and demonstrating achievement, based on observed learning styles and learner preference. These alternatives could include listening to tapes instead of reading the text and responding orally to test questions instead of taking a written exam.

STEP 6: Plan experiences to make the content more relevant as part of the curriculum. Field trips can occur regularly and be used as reinforcers as well as learning opportunities. Simulations and individual projects can also be included.

STEP 7: Seek and incorporate additional reinforcers and interests of the learners into the curriculum.

. Use of taped materials. Taped textbooks from State Clearinghouse, 1025 P Street, Sacramento, 95814; Recording Son the Blind, 215 E. 58th Street, New York, N.Y., 10022.

. Techniques for determining the readability levels of the textbooks being used (Appendix F (IV) of the text).

Evaluating Materials

. Check lists for evaluating materials

. Before making final decisions consider the following possibilities

- Check the publisher's catalog to see if programs can be previewed

- Will the publisher bill on 30-day approval? Don't hesitate to return materials, return receipt requested, if they do not fulfill expectations, or seem likely to fall apart.

- Many publishers can provide a demonstration of materials especially if other teachers in your school or district are involved.

Media

Overheads of steps to adapting curriculum, formulas for determining readability, forms for evaluating materials

Additional Resources

. Watson, B.L. and Van Etten, C. "The Materials Evaluation Form." Journal of Learning Disabilities, 1976, Vol. 9, No. 7, 408-416.

. "Standard Criteria for the Selection and Evaluation of Instructional Materials," by the National Center on Educational Media and Materials for the Handicapped. (A copy may be obtained by sending a self-

addressed envelope to: MMT, The National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio 43210.

- See materials in Appendix F (IV) of the text
- See bibliography for Chapter IV
- See suggestions under "Pretraining Reading Assignment"

Task III/1; Discussion (20 minutes)

Choose one of the following tasks or design your own. Following the task the small group facilitator should discuss it and lead a discussion centered on the presentation.

Handouts

- Steps to adapting subject area curriculum
- Copies of readability formulas
- Forms for evaluating materials
- Resource articles

TASK III/1

Note (Option 1):

Using several readability formulas, determine the reading grade level of textbooks from subject area classes that resource specialist learners attend.

Note (Option 2):

Using a materials evaluation form; assign each group member a different material/program to evaluate. Share findings.

Note (Option 3):

Use a sample subject area curriculum and begin to adapt, modifying objectives, incorporating materials from Appendix E of the text, and allowing for alternative learning tasks and progress checks.

PRESENTATION OUTLINE, TASK, HANDOUTS

Training Component Three: Cycle 2

Presentation III/2: "Teaching Basic Skills" (20 minutes)

One of the first things we think of in teaching is what materials to use. There are a vast number of resources available within a district, school, or even a resource room. Based on information found on pages 89-99 and 104-105 of Chapter IV; cover the following points:

. Resource Specialist can provide a support service by devising and providing an efficient method of materials inventory

. Three major purposes for an efficient inventory system:

- identifying resources available for the total school staff

- development of a system to share these resources

- allowing for a process of learner selection of materials appropriate for his/her needs

. Simpler the system, the easier and more likely that it is to be used by teachers and learners

. Briefly discuss some of the currently used systems-teacher made to commercial

Adapting the curriculum may be a solution for some learners, but there are others who require additional training in the basic skills of reading, math, and oral and written language. You may want to select just one basic skill to discuss in detail. Based on materials found in pages 83-88 of Chapter IV of the text, your presentation might include the following points:

Reading

. Successful reading programs at the secondary level have been found to include:

- individualization, which allows for differing backgrounds, abilities and interests

- flexibility of instructional setting along with availability of a wide range of reading materials of all kinds and on all subjects

- teaching word recognition, structural analysis and comprehension as a part of expanding the learner's intellectual and emotional horizons

- the ability to transfer the instruction to any learning or class setting

- use of a team approach, including reading teacher, resource specialist, administration and regular faculty

- positive feedback to learner

. Emphasis seems to be on obtaining meaning, conceptual and reasoning skills rather than on the component reading skills

. Describe program(s) that presenter has found to be successful

Math

. Need for individualized math programs

. Use of programmed math materials which are sequentially ordered, incorporate timings and contingency management

. Describe program(s) that presenter has found successful

Communication Skills

. Identified skills that secondary learners should have:

- the learner can speak with ease, accuracy and fluency

- the learner can listen attentively and critically

- the learner uses English appropriately (according to the situation) when speaking

- the learner can write sentences, paragraphs, and stories or reports to express his thoughts

- the learner can write legibly

. Describe program(s) cited in Chapter IV for spelling or one(s) that the presenter has found successful with secondary learners.

. Legibility may mean printing or typing...

. Spelling words should come from the learner himself

Study Skills

. Learning handicapped learners often have difficulty with:

- organizing materials

- scanning materials for facts

- reading rate

- taking notes

- outlining and condensing materials

- locating information in libraries

- indexes

- tables of contents

- taking tests

. SQ3R program or other methods the presenter has found successful in teaching study skills

Media

Overheads of points being made or illustrations from programs being discussed.

Additional Resources

. Management Systems

- System FORE. Developed by Los Angeles Unified School District, August 1972. For additional information, contact California Learning Resource Center, 600 S. Commonwealth, Los Angeles, CA 90005

- San Diego Child Service Demonstration Center. Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, CA 92111

- Accelerated Learning Systems. Learning Assistance Center, Novato Unified School District, 1430 Johnson Street, Room 1, Novato, CA 94947

. References for each basic skill as found in Chapter IV

. SECONDARY READING DEMONSTRATION CENTERS Title III Project to help teachers and administrators develop a school-wide reading program. San Diego Unified School District, 4100 Normal Street, San Diego, CA 92103

Task III/2; Discussion (22 minutes)

A task for this cycle should involve working with teaching materials. Choose from the following tasks or design your own.

Handouts

. Examples of management systems

. Presentation notes

TASK III/2

Directions:

1. Read over the information and objective given for Herman.
2. Review at least two instructional materials. Analyze the materials for their appropriateness.
3. Indicate how you would use them.

Herman is a bilingual 10th grader in a small rural high school. He has been in a self-contained E.M.R. class for the past eight years. Currently, he is mainstreamed for all periods with the exception of two periods in the Resource Specialist Program to work on basic skills.

Statement of Needs Spelling

Herman's spelling ability is approximately at the 3rd grade level. He would benefit from a corrective program that would give him a more systematic approach and encouragement to continually monitor his work.

Objective

Herman will, by June 1, be able to express himself in writing a paragraph (of at least 20 words) on a topic of his choice. Herman will go back and monitor his work, identifying all the words he has misspelled. He will correct at least 75% of the misspelled words.

Material	Appropriate?	If yes, how would you use or adapt it?

TASK III/2

Directions: Outline the strategy you use or would like to begin, for organizing and categorizing materials in your room. If there is time, add how you would include additional resources within your school. Discuss your system with your small group.

PRESENTATION OUTLINE, TASK, HANDOUTS

SCHEDULE A: Cycle 3

Presentation III/3: "Approaches to Affective Education" (20 minutes)

The Resource Specialist often finds herself dealing in the affective area with her learners. Time and effort is spent in increasing acceptable school behavior, including attendance, completion of assignments and improvement of attitudes.

Pages 91-92, 100-102, and 103 of Chapter IV in the text will help you in preparing this presentation. Points to be included are:

. Techniques for improving behavior

- group counseling
- sensitivity groups

. Conditions necessary for getting a group going

- A theoretical framework and organizational design must focus on change in behavior
- Strong administrative support can get the program started; creative leadership is needed for such a program to grow
- Highly skilled counselors who are willing to take risks, are needed

. Look to your community for resources in starting groups, i.e. mental health

. Use of contracts with realistic, reachable goals

. Learner participation in the instructional cycle

. Values clarification for effective decision making

. Resource Specialist's role in crisis intervention

Additional Resources

. Affective Aspects of Education; Activities and Exercises for Affective Education. Thayer & Beeler, American Education Research Association, Special Interest Groups, 1126 - 16th N.W., Washington, D.C. 20036, 1975.

. A Handbook of Structured Experiences for Human Relations Training, Volumes I, II, and III. Pfeiffer and Jones, University Associates Press, P.O. Box 615, Iowa City, Iowa 52240, 1969.

- Values in the Classroom. Volkmore, C. B., Pasanella, A., and Raths, L. E., Columbus, Ohio; Charles E. Merrill, 1977.

- PROSPECT: CLARITY A Title III program to promote communication among parents, teachers, and students to prevent violence, improve achievement, and increase self-esteem. Duarte Unified School District, 1427 Buena Vista Avenue, Duarte, CA 91010 (213-358-1191)

- THE CRISIS COUNSELORS A Title III project for crisis counseling using an interagency team approach to improving the school's social and academic environments. East Side Union High School District, Yerba Buena High School, 1855 Lucretia Avenue, San Jose, CA 95122

- IN FOCUS School within a school concept for disaffected secondary learners. Roseville Area Schools, Independent School District #623. McCarron's Lake School, 211 N. McCarron Blvd., St. Paul, MN 55113

- Swift, M. S. and Spivack, G. "Academic Success and Classroom Behavior in Secondary Schools." Exceptional Children, Vol. 39, No. 5, 392-399

- Prawat, R. S. "Mapping the Affective Domain in Young Adolescents." Journal of Educational Psychology, Vol. 68, 566-572

- Local programs or services concerned with Affective Education

Task III/3; Discussion (25 minutes)

Choose one of the following tasks, or develop one of your own. Following the task, the small group facilitator should discuss it and lead a discussion centered on the presentation.

Handouts

- Information on local programs or agencies providing affective education

Evaluation: SCHEDULE A

An open-ended evaluation form or a structured evaluation, based on the content of each cycle, may be designed. Your behavioral objectives could be used as part of your evaluation.

TASK III/3

Directions: Complete the following questions. The greatest value of this task is the discussion that follows the task with your group members.

I. What are some of the "behavior" problems that secondary school learners typically exhibit?

II. What is being done to counteract the problems?

III. What additional suggestions would you make?

TASK III/3

IMPLEMENTING THE INSTRUCTIONAL PLAN AT THE SECONDARY LEVEL*

Directions: Please rank the following problem areas in the order they are most critical, with #1 being the most critical area:

_____ Determining student's grade

_____ Graduation requirements

_____ Programming rigidity

_____ Arranging for student to come to RSP from regular classes

_____ Lack of teaching materials

_____ Getting cooperation of regular teachers

_____ Problems with counselors

_____ Problems with school administration

_____ Other (Specify please)

Discuss your responses with your small group.

*This task was designed by John Greer, Program Specialist, Sacramento City Unified School District, and first used at the Resource Specialist Special Study Institute in Oakland, CA, November 20-22, 1975.

OPTIONAL-SCHEDULE A
(30 Minutes)

Set up a display of teaching materials appropriate for secondary learners. Use Appendix E as a resource. Give participants an opportunity to look over materials and give you some feedback as to their appropriateness. Participants should actively evaluate the materials. A very structured task would have participants match materials to stated behavioral objects appropriate for learners they are working with. The following evaluation form is more open-ended in nature. You will probably want to print the evaluation on NCR paper so that both you and the participant can have a copy.

Handout

- Appendix E of the text
- Information on curriculum materials displayed
- Catalogues from prominent publishers included in the display
- Texas ALRC Materials Inventories. Obtain from Texas Learning Resource Center, Education Building #348, 1912 Speedway, Austin, Texas 78712
- Oklahoma CSDS Materials Catalog. Obtain from Oklahoma Child Service Demonstration Center for Secondary Students, Hillside School, Route 3, Cusing, Oklahoma 74203

MATERIALS EVALUATION

In looking over the following materials and evaluating them based on the learners in my program, I found them to be:

Material	Appropriate for teaching...	Inappropriate, because:

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE B: Cycle 4

Presentation III/4: "Career Awareness and Training"

Use pages 88-89 and 98-100 of Chapter IV in the text for assistance in preparing this presentation. Points to be covered include:

- Role of the school system in teaching "salable" skills
- Components of a successful career training program for learning handicapped learners
  - Use of community leaders with competencies in career training
  - Use of community facilities when appropriate and relevant
  - Counseling from various state agencies concerned with career training
  - Concern for the practical application of the academic career training
  - In-depth pre-planning of programs and facilities
  - Adequate equipment and facilities to facilitate continuity between the program and career goals
  - Teachers trained to recognize the needs of the youth and the community
  - The possibility of college as an option
  - Help in guidance decision making rather than following the narrow concept of occupational orientation
  - Allowing students to investigate human service vocation as well as industrial vocations
- Curriculum Programs that include vocational and career awareness and training
- Mention some of the commercially available instructional materials, programs and evaluation instruments (Appendix E of the text)

Additional Resources

- Bibliography references for Chapter IV, Appendix F of the text
- Curriculum references for Career and Vocational Training in Appendix E, of the text
- Halpern, A.S., et. al. "Measuring Social and Prevocational Awareness in Mildly Retarded Adolescents." American Journal of Mental Deficiency, Vol. 80, No. 1, 81-89.

- Project PRICE Working Papers (See Appendix F (IV) of the text)

- Hamilton, A. "Career Education: Working Model." Career Education Project, Orange County Consortium, Orange Unified School District, 370 N. Glassell, Orange, CA 92666

- Schweich, P.D. "The Development of Choices--An Educational Approach to Employment," Academic Therapy, 1975 Vol. X, No. 3, 277-82.

- Williamson, A.P. "Career Education: Implications for Secondary LD Students" Academic Therapy, 1974 Vol. X, No. 2, 193-200.

Task III/4; discussion (25 minutes)

Select one of the two following tasks, or design your own. The first task option requires that each group member have a reprint of an article pertaining to career/vocational education.

Handouts

- Copies of article(s) cited

- Information on career/vocational programs within your school/ district/county including community and government agencies

TASK III/4

Directions: Read the attached article and be prepared to discuss the points that are of relevance to learners in the Resource Specialist Program.

TASK III/4

Directions: Answer the following questions and be prepared to discuss them in your small group.

I. Why is career/vocational awareness and training so important for the Resource Specialist's learners?

II. What are some important components of a successful career training program?

III. How many of your learners are engaged in career/vocational preparation classes or activities? What do they include?

What would you like to see added?

IV. How is "career and vocational aptitude" being assessed, as required by Title V, Sec. 3312 (a)(b), for your learner?

Is this adequate? Why or why not?

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE B: Cycle 5

Presentation III/5: "Basic Life Management Goals" (15 minutes)

As with career awareness and training, the schools have a commitment to preparing learners for their future life. This is again particularly important for the "handicapped" learner.

Refer to pages 89-91 of Chapter IV as a resource for discussing the basic life management skills to which learners need to be exposed. Points to be covered should include:

- Management of Personal Finances
- Selecting, Managing and Maintaining a Home
- Caring for Personal Needs
- Family Life
- Purchasing and Caring for Clothing
- Engaging in Civic Activities
- Utilizing Recreation and Leisure Time
- Mobility, Transportation

Additional Resources

Project PRICE working papers (See Appendix F(IV) of the text)

Task III/5; Discussion (25 minutes)

Select one of the two following tasks, or design your own. Discuss task and presentation in the small group.

Handouts

- Materials from presentation
- Information on classes or opportunities for learners to develop "life skills"

TASK III/5

Directions: List skills you feel are important for your learners to have under each of the major headings. Brainstorm strategies and activities for teaching these skills. Discuss your list in your small group.

MANAGEMENT OF PERSONAL FINANCES

CARING FOR PERSONAL NEEDS

TRANSPORTATION

TASK III/5

Directions: The following are some basic life management skills. Select one and complete this form. Discuss within your small group.

Skills: Select One

- Identify money and make correct change
- Select appropriate clothing for work situation
- Use recreational facilities in the community
- Demonstrate knowledge of traffic rules and safety practices as a car driver.

Skill: _____

_____

Performance Objective: _____

_____

_____

Strategies, Methods and Materials for Teaching the Skill: _____

_____

_____

_____

_____

PRESENTATION OUTLINE, TASK, HANDOUTS
SCHEDULE B: Cycle 6

Presentation III/6: "Tutors" (15 minutes)

Part of the discussion on curriculum approaches should include how this instruction can be carried out. One important resource to keep in mind is the use of tutors and tutoring.

Pages 102-103 of Chapter IV in the text is your resource to this presentation. Points to be covered include:

. Cross-age tutoring

-Educational reinforcing experience for both tutor and tutee

. Peer tutoring

. Volunteer tutors

. Components to a successful tutoring program

-Assessment of the learner's skill levels and the prescribing of appropriate instruction must be done by a professional trained in diagnostic-prescriptive teaching

-Instruction must be broken down into three or four steps and demonstrated for the tutor

-Tutoring should be simplified by collecting all materials required in one place where they are easily obtained

-Tutor should be required to collect some kind of data on pupil progress during each tutoring session. Arrange to collect that data daily at first and at longer intervals as tutoring progresses

-Instructional procedures are monitored and revised by the consultant as the student progresses or as problems arise.

Additional Resources

. Right-To-Read Handbooks for Volunteer Tutor-Training Program (See Appendix F(IV) of the text

. Tutoring with Students, A Handbook for Establishing Tutorial Programs in Schools, Ralph J. Melaragno (See Appendix F(IV) of the text.

. Schermerhorn, S.M., Goldschmid, M.L., and Shore, B.M. "Peer Training in the Classroom, Rationale and Feasability," Improving Human Performance Quarterly, Spring 1976, Vol 5, 27-34.

. Stowitschek, J.J. "Programming Student Tutoring and Proctoring into Teacher Training Packages." Improving Human Performance Quarterly, Spring 1976, Vol. 5, 15-26.

. Local manuals or resources on tutoring programs

Task III/6; discussion (25 minutes)

Select one of the two following tasks, or design your own. Allow time for a small group discussion of the task and presentation.

Handouts

- Local manuals or resources on tutoring programs
- List of suggestions for starting a tutoring program

Evaluation: SCHEDULE B

An open-ended evaluation form can be used here, or a structured evaluation, based on the content of each cycle and their objectives.

TASK III/6

Directions: Complete the following questions. Be prepared to discuss your answers in your small group.

I. Name and define the three types of tutoring and provide a rationale for using tutors in your program

II. Which form would be most effective and which would be least effective with your learners? Why?

III. What do you consider to be three key components to using volunteers as tutors in your program?

TASK III/6

Directions: Design the contents of a flyer that you feel would be effective in drawing volunteer tutors from your community. Share your ideas with your small group. You may want to ask a partner to work on this task with you.

TASK III/6

Directions: Design activities to train your students as cross age tutors or design activities to train volunteers in working with your learners.

TASKSHEET/OVERHEAD

POPULATION	CONTENT		METHODS	TIMELINE
	Receive	Give	Strategies/Materials	